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ABSTRACT

The Norfolk, Virginia, city school system had the highest secondary school dropout rate in the State for the 1975-76 academic year. In the study discussed in this paper student dropouts are described from data in their academic files. The wish is expressed that by characterizing dropout prone students, something can be done to save them before they leave the school system permanently. A random sample of 25 percent of the city's 1,612 dropouts in 1975-76 was selected for data collection. The data, obtained from individual's academic records, was quantified and eighteen variables were examined statistically. Among these variables were race, sex, age, grade, parent(s) present in the home, parents' occupations, health handicaps, court and special agency records, grade point average, disciplinary notices received, IQ and achievement test performance. Results of the study are presented and are differentiated by race and sex. Areas where improvement could be made in helping dropout prone students are discussed. The potential usefulness of special school agencies is stressed. (Author/GC)

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AN ANALYSIS OF THE DROPOUT PROBLEM IN NORFOLK SECONDARY SCHOOLS

by

Edwin C. Spencer
Old Dominion University

In Cooperation With

Department of Research
Norfolk Public Schools
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Introduction

Throughout the country, many articles have been written on this very important subject of academic dropouts. A look at the literature reveals articles on dropout attitudes, dropout characteristics, identification of potential dropouts, followup research on dropouts, and psychological characteristics of dropouts, to name just a few. This study attempts to describe the "dropout-prone" student as completely as possible, from data in his academic file.

Several other studies which have attempted to determine and describe the dropout-prone student, should be noted at this point. A study by the Los Angeles Unified School District[1] found that the dropout-prone student is one who is reading poorly, has a high rate of absenteeism, is economically deprived, is older than his peers, lacks interest in school and is receiving poor marks. Knudsen[2] conducted a study of dropouts in over 200 schools in Texas and

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[1]"Study of Senior High School Absentees and School Leavers", September 1974, Los Angeles Unified School District, California.

[2]Knudsen, Clinton H., "A Study of Dropouts in Texas and Minnesota", February 1964, Texas Study of Secondary Education, Austin.

Minnesota and found that more boys than girls dropped out, age 16 was the most frequent dropout age, dropouts had undesirable home environments, had poor attendance, participated little in extracurricular activities, and had low academic ability. Stetler[3] conducted a comparative study of Negro and White dropouts in twelve selected Connecticut high schools and found the following characteristics, when compared to the non-dropout: More family instability, more disciplinary problems, more absenteeism, lower IQ scores, lower family income, shorter residence in the state, and poorer academic performance. Johnson and Hopkins[4] conducted a dropout prediction study and found the following sixth grade characteristics to be predictive variables: Attendance record, academic GPA, teacher's estimate, playground behavior, assumption of responsibility and perception of abstract concepts. Finally, Hanks[5] conducted a study of native Alaskan school dropouts and found the following characteristics: The dropout was needed at home, was homesick, had

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[3]Stetler, Henry G., "Comparative Study of Negro and White Dropouts in Selected Connecticut High Schools", January 1959, Correctional Commission on Civil Rights, Hartford.

[4]Johnson, Clarence D., and B.A. Hopkins, "Orange County Dropout Prediction Study", September 1972, Orange County Department of Education, Santa Ana, California.

[5]Hanks, Gary A., "Dependency Among Alaskan Native School Dropouts", June 1972, University of Utah, Salt Lake City.

a low self-image, was non-aggressive, was more often male, had experienced trouble in school early, had many siblings, resented authority and lacked direction.

Few studies of this nature have been conducted in the State of Virginia. Graybeal[6], of the State Department of Education, looked at the 13,000 dropouts in the state during the 1962-63 academic year and determined that the largest number dropped out at age 16 (grade eight), more girls dropped out than boys, most had IQ's below 100, most had failed at least one subject, and most were in the general curriculum. The reasons given for dropping out were subject difficulty, discipline problems, employment, parental indifference and prolonged school absence. The Virginia State Department of Education, in a recent newspaper article on the subject, listed the Norfolk City School System as having the highest dropout rate in the state for the 1975-76 academic year. There is understandable interest and concern on the part of the Norfolk School Administration relative to this problem. The purpose of the present study is to characterize the dropout-prone student as specifically as possible, so that something can be done to "save" him before he leaves the school system permanently.

The procedure for conducting this study commenced

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[6]Graybeal, William S., "Virginia Secondary School Dropouts, 1962-63", August 1964, Virginia State Department of Education, Richmond.

with the use of a computer printout of all the students who were listed as W-8 or W-9 dropouts during the 1975-76 academic year, and had not returned to school at the beginning of the 1976-77 school year. By definition, a W-8 is a student who has dropped out for reasons other than promotion, transfer, graduation, or death. A W-9, on the other hand, is one who has been dropped because of excessive absence (15 consecutive days) from school, but is expected to reenter. The grand total was 2,350 students, from the fifteen secondary schools in the Norfolk City system. This number decreased to 1,612 students, however, because many had returned to school or had transferred to another school after the printout was published.

A random sample of 25% of the 1,612 students (403) was considered large enough to give a valid description of the dropout-prone student. Because some schools had a much greater number of dropouts than others, it was decided to take a 25% random sample from each of the fifteen secondary schools. In this way the representation would be equitable for all concerned. A checklist was constructed to aid in recording the information that was obtained from the student folders. This list included the following items: Age, grade, race, sex, withdrawal category, presence of mother, presence of father, number of absences, number of days enrolled, occupation of mother, occupation of father, quality point average, standardized test results, juvenile court record,

school agency record, intelligence quotient, health status, and disciplinary notices. These will each be discussed in detail, in the following section.

Discussion of Characteristics

The discussion which follows is the result of analyzing the sample of 403 dropouts with respect to the items on the checklist. The variables have been arranged in a logical order rather than a priority order.

Table I, below, is the distribution of ages for the dropout sample. From this distribution one should note that

TABLE I

Distribution of Dropouts by Age

Age	Number	Percent
14	7	2
15	15	4
16	52	13
17	93	23
18	111	27
19	76	19
20	41	10
21	8	2
Total	403	100

50% of the dropouts were 17 or 18 years of age, the median age being 18. The age range, from 14 to 21 years, when compared with the grade range from 7th to 12th, indicates

that the average dropout was from one to three years behind his contemporaries.

The "Grade Level" variable yielded the following distribution: Grades 10 and 11 were the primary ones for

TABLE II

Distribution of Dropouts by Grade Level

Grade	Number	Percent
7	14	3
8	54	13
9	56	14
10	113	28
11	107	27
12	59	15
Total	403	100

dropping out, comprising 55% of the total. Both the mean and the median dropout levels were tenth grade. Over twice as many students dropped out of senior high school (70%) as dropped out of junior high school (30%). Comparing these results with those of Table I, one notes again that the typical dropout, 17 or 18 years of age and in the 10th or 11th grade, is at least one year behind his contemporaries.

The "Absence" variable indicates the percentage of the time the dropouts were not in attendance, by comparing the number of absences with the number of days of school membership. The mean number of absences for the sample was 35.7, and the mean number of days of school membership was

87.7 which yielded an absence rate of 41 percent for the 403 dropouts. In other words, these students were absent almost half the time, before they finally withdrew. Table III, below, shows the distribution of dropouts by month,

TABLE III

Distribution of Dropouts by Month

Month	Number	Percent
September	12	3
October	61	15
November	57	14
December	47	12
January	46	11
February	49	12
March	43	11
April	31	8
May	39	10
June	18	4
Total	403	100

which was used to determine the denominator of the above absence rate. Except for the first and last months of the academic year, the number that dropped out each month was fairly constant, the highest months being October and November.

In considering the "Race" and "Sex" variables, the following distribution was obtained. The division of the sample, by race and sex respectively, was fairly even,

TABLE IV

Distribution of Dropouts by Race and Sex

Subsample	Number	Percent
Black	222	55
White	181	45
Male	218	54
Female	185	46
Black Male	107	27
Black Female	115	28
White Male	111	28
White Female	70	17
Totals	403*	100*

*These totals relate to each of the three parts of the table.

there being a few more blacks than whites and a few more males than females. In comparing the sex percentages (54 and 46 percent, respectively), with the percentages for the secondary school population (50 percent each) one can see that proportionately more males than females dropped out of school. The subsample of blacks is almost evenly divided between the number of males (107) and the number of females (115), not significantly different from the figures for the secondary school population. The subsample of whites, however, shows that there are significantly more male dropouts (111) than female dropouts (70). The subsample of males is almost evenly divided between the number of blacks (107) and the number of whites (111). The subsample of females,

however, reveals a significant difference in the number of blacks (115) and the number of whites (70). These differences were confirmed by a chi-square test of the four subsamples; black male, black female, white male, and white female. A chi-square ratio of 9.56 was obtained, which indicates a significant difference among the four subsamples at the 5% level.

In determining whether the students' parents were present in the home, the distribution of Table V was obtained.

TABLE V

Distribution of Parent Status by Race

RACE	Mother Present		Father Present		TOTAL
	Number	Percent	Number	Percent	
Black	186	84	134	60	222
White	153	85	141	78	181
Total	339	84	275	68	403

Being not present in the home signified any of several categories, namely; separation, divorce, death, or unknown whereabouts. It was not surprising to note that a higher percentage of mothers (84) than fathers (68) were present in the home. Considering the "Mother Present" variable, note that the percentages for the black and white subsamples were practically the same. This was not the case, however, for the "Father Present" variable. The black subsample showed a considerably smaller percentage of fathers present (60%) than did the white subsample (78%).

Considering the subsample of the 339 mothers who were present in the home, the occupational status of these mothers was determined as either housewife (inside the home) or working mother (outside the home). Table VI, below,

TABLE VI

Distribution of Mother's Occupation by Race

RACE	Housewife		Working		TOTAL
	Number	Percent	Number	Percent	
Black	143	77	43	23	186
White	131	86	22	14	153
Total	274	81	65	19	339

contains this information by subsample. This information indicates that about four-fifths of the mothers present in the home (81%) were housewives and about one-fifth (19%) worked outside the home. Looking at the subsamples we see that a significantly larger percentage of black mothers worked outside the home (23%) than did white mothers (14%).

In determining father's occupation, the following options were available: Laborer, tradesman, businessman, professional, military, unemployed, retired, and unknown. Table VII, on page 11, shows the distribution of occupations for the 275 fathers present in the home, by race. In comparing these occupations a chi-square test was made, which resulted in $\chi^2 = 65.67$. This value is significant even at the 1% confidence level, indicating a very definite difference among occupations, considering race. One can see from

TABLE VII

Distribution of Father's Occupation by Race

OCCUPATION	Black		White		TOTAL	
	No.	%	No.	%	No.	%
Laborer	36	28	9	6	45	16
Tradesman	14	10	42	30	56	21
Businessman	11	8	12	9	23	8
Professional	3	2	3	2	6	2
Military	24	18	60	43	84	31
Unemployed	9	7	0	0	9	3
Retired	3	2	2	1	5	2
Unknown	34	25	13	9	47	17
Totals	134	100	141	100	275	100

Table VII that the numbers for the following occupations, when compared with the total, were not proportionate to the number of blacks and whites in the sample: Laborer, tradesman, military, unemployed and unknown. There was no significant difference between the numbers, however, for those in business or professional occupations or those who were retired. The most popular occupation for the black subsample was laborer (27%) and for the white subsample was military (43%). In the subgroup of unemployed fathers, all nine were black. In the entire group, a very small proportion of fathers were professional men (2%). Almost a third of the group (31%) were in the military service, which is significantly more than that of the secondary school population (19%).

Table VIII, on page 13, shows the distribution of health handicaps for the dropout sample. These figures reflect the presence of a psychological report or the notation of a visual, auditory, speech or other physical defect, in the student's file. Only about one-fourth of the dropout sample (26%) had a health handicap. Furthermore, this percentage held pretty constant for each of the subsamples, there being no significant differences. A chi-square test was performed to determine if there were any racial differences with respect to health handicaps. The obtained chi-square value of 2.53 is not significant at the 5% level. Another chi-square test was performed to determine if there were any sex differences with respect to health handicaps. The obtained chi-square value of 6.96 again proved to be non-significant at the 5% level. These results indicate no significant differences in the number of students who have health handicaps, when considering the race or the sex of the individual. The mental handicap, indicated by a psychological report, accounted for about half the number reported (50 out of 102), and for about 13% of the entire sample. On the other hand, only a little over one percent of the sample reported a hearing handicap.

Considering the two withdrawal codes, W-8 and W-9 by race and sex, yielded the distribution of Table IX, on page 14. About one-fifth of the entire sample (21%) withdrew voluntarily (W-8) whereas about four-fifths (79%) were

TABLE VIII

Distribution of Health Handicaps by Race and Sex

Subsample	Psychological		Auditory		Speech		Visual		Others		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Black (222)	27	12	4	2	12	5	11	5	2	1	56	25
White (181)	23	13	2	1	11	6	6	3	4	2	46	25
Male (218)	33	15	1	0	14	7	7	3	2	1	57	26
Female (185)	17	9	5	3	9	5	10	5	4	2	45	24
Black Male (107)	17	16	0	0	5	4	6	6	0	0	28	26
Black Female (115)	10	9	4	3	7	6	5	4	2	2	28	24
White Male (111)	16	14	1	1	9	8	1	1	2	2	29	26
White Female (70)	7	10	1	1	2	3	5	7	2	3	17	24
Totals* (403)	50	13	6	1	23	6	17	4	6	1	102	25

*These totals are for each section of the table.

TABLE IX

Distribution of Withdrawal Codes by Race and Sex

SUBSAMPLE	W-8		W-9		TOTALS
	Number	Percent	Number	Percent	
Black	27	12	195	88	222
White	59	33	122	67	181
Male	54	25	164	75	218
Female	32	17	153	83	185
Black male	19	18	88	82	107
Black female	8	7	107	93	115
White male	35	32	76	68	111
White female	24	34	46	66	70
Totals*	86	21	317	79	403

*These totals are for each part of the table.

dropped for excessive absences (W-9). Considering race, note that proportionately less black students (12%) than white students (33%) dropped out voluntarily. Considering sex, note that proportionately more male students (25%) than female students (17%) dropped out voluntarily. A chi-square test was determined for the four subsamples; black male, black female, white male, and white female, resulting in $\chi^2 = 22.27$. This value indicates a significant difference among the four groups with respect to withdrawal code, even at the one percent level of significance.

The "Court" variable indicates whether or not a student has ever appeared before the Norfolk Juvenile and

Domestic Relations Court. Table X below, indicates the distribution of this variable by race and sex. The

TABLE X

Distribution of Court Appearance by Race and Sex

SUBSAMPLE	Number	Percent	Totals
Black	25	11	222
White	14	8	181
Male	25	11	218
Female	14	8	185
Black Male	16	15	107
Black Female	9	8	115
White Male	9	8	111
White Female	5	7	70
Total*	39	10	403

*These totals are for each part of the table.

percentage of blacks who have appeared in court (11%) is slightly higher than that of white (8%). The same is true with respect to sex. A slightly higher percentage of males (11%) have appeared than have females (8%). Considering the four subsamples; black male, black female, white male and white female, one notes that a higher percentage of black males have appeared in court (15%) than the average (10%). A chi-square test was performed on these subsamples, resulting in $\chi^2 = 4.89$. This value is not significant at the 5% level of significance, indicating that there is not a significant difference among these subsamples in court appearances.

The "Agency" variable indicates that the student was referred to one of the following school agencies: Transition School, Adult Education, Continuing Education, Vocational-Technical Education, Special Education, Department of Adjustive Services, Department of Rehabilitation, and Department of Mental Health Services. Table XI, on page 17, shows the distribution of these agencies by race and by sex. Only about one fourth of the entire sample (28%) availed themselves of any of these agencies. This percentage is not reflected, however, in the four subsamples; black male, black female, white male and white female. A chi-square test was performed on these four groups, and $\chi^2 = 5.04$ was obtained. This indicates no significant difference among the subsamples with respect to the utilization of these agencies. In spite of this, one should note that 43% of the black female group used one of these agencies, whereas only 17% of the white female group used one of them. One should note also that the two most used educational agencies were the Department of Adjustive Services (31) and the Transition School (28), whereas the two least used agencies were Adult Education and Mental Health Services (4 each).

The "Discipline" variable consisted of the number of disciplinary notices that were written on each dropout. There were several types of notices, determined by the severity of the offense. Table XII, on page 18, shows

TABLE XI

Distribution of Agency Referrals by Race and Sex

SUBSAMPLE	No. & %	Adult	Cont.	Vo-Tech	Special	Adjust	Rehab.	Mental	Trans	Total
Black	Number	2	10	6	9	18	7	2	24	78
	Percent	1	4	3	4	8	3	1	11	35
White	Number	2	0	7	4	13	2	2	4	34
	Percent	1	0	4	2	7	1	1	2	18
Male	Number	2	0	8	10	11	5	1	14	51
	Percent	1	0	4	5	5	2	0	6	23
Female	Number	2	10	5	3	20	4	3	14	61
	Percent	1	5	3	2	11	2	2	7	33
Black Male	Number	0	0	3	7	5	4	0	11	30
	Percent	0	0	3	7	5	4	0	10	29
Black Female	Number	2	10	3	2	13	3	2	13	48
	Percent	2	9	3	2	11	3	2	11	43
White Male	Number	2	0	5	3	6	1	1	3	21
	Percent	2	0	5	3	5	1	1	3	20
White Female	Number	0	0	2	1	7	1	1	1	13
	Percent	0	0	3	1	10	1	1	1	17
TOTAL*	Number	4	10	13	13	31	9	4	28	112
	Percent	1	3	3	3	8	2	1	7	28

20 * These are for each section of the table

this distribution. About 20 percent of the sample received

TABLE XII

Distribution of Disciplinary Notices

Notices	Number	Percent
0	79	20
1	44	11
2	42	11
3	25	6
4	25	6
5	30	7
6	27	7
7	15	4
8	13	3
9	12	3
10	12	3
11-15	41	10
16-20	17	4
21-25	12	3
26-30	5	1
31-35	4	1
Total	403	100

no disciplinary notices at all. A total of 2420 notices were written, however, which yielded an average of six notices per dropout. The median number of notices was four. One person received 35 notices.

The "Grade Point Average" (GPA) variable was an indication of the student's academic progress during the 1975-76 academic year. Each GPA value was based on the portion of the year that the student was a member of the school system. The distribution is shown in Table XIII, below. As can be seen, the distribution is extremely

TABLE XIII

Distribution of Grade Point Averages

GPA	Number	Percent
0.0-0.9	311	77
1.0-1.9	78	20
2.0-2.9	13	3
3.0-3.9	1	0
Total	403	100

skewed, more than three-fourths of the students having less than a 1.0 GPA. Only three percent of the sample had averages above a grade of D. The average GPA for the sample was 0.28.

The "Intelligence" variable consisted of a measure of IQ in the form of a standardized intelligence test score. This data item was missing from 71 student folders, so the subsample consists of 332 of the 403 dropouts. The distribution of IQ's is found in Table XIV, on page 20. Note that 15 percent of the group fell within the range of special education (below 70). Note also that 10 percent of the group were above the category of "average IQ" (105).

TABLE XIV

Distribution of IQ Scores for 332 Dropouts

IQ	Number	Percent
56-60	6	2
61-65	19	6
66-70	23	7
71-75	45	14
76-80	40	12
81-85	54	16
86-90	37	11
91-95	34	10
96-100	25	7
101-105	16	5
106-110	16	5
111-115	3	1
116-120	8	2
121-125	3	1
126-130	2	1
131-135	1	0
Total	332	100

The average IQ for the 332 dropouts was 85, about one standard deviation below the national norm. The distribution was near normal about this mean of 85.

The next three variables, Achievement Test results in Reading, Language Arts and Mathematics, will be discussed jointly. In most cases the test was the Science Research

Associates Battery. . Table XV, below, gives the distribution for each of the three variables. One can immediately see

TABLE XV

Distribution of Dropouts on Achievement Tests by National Percentile

Percentile	Reading		Language Arts		Mathematics	
	No.	%	No.	%	No.	%
0-9	164	41	169	42	160	40
10-19	89	22	94	23	85	21
20-29	40	10	47	12	66	16
30-39	40	10	26	6	37	9
40-49	22	5	21	5	22	6
50-59	19	5	22	5	17	4
60-69	6	1	11	3	6	2
70-79	10	3	3	1	5	1
80-89	6	1	7	2	4	1
90-99	7	2	3	1	1	0
Totals	403	100	403	100	403	100

the similarity of the three distributions. The arithmetic means of the three variables were the 21st, 20th, and 19th percentiles, respectively, all of which are more than one standard deviation below the national norms. Note also that 40 to 42 percent of the scores fell within the 1st decile, as compared to 0 to 2 percent within the 10th decile. The median percentiles for the distribution were 12, 12 and 14, respectively. These statistics, as well as

the distributions themselves, illustrate the extreme skewness of all three variables.

Summary

This portion of the article is a summary based upon the foregoing discussion of the dropout variables.

The average age of the dropout was 18, and the average grade was the 10th, indicating that the dropout was at least two years behind his peers. The absence rate, the ratio between the number of days absent and the number of days of school membership, was 41 percent. These students dropped from school at a fairly constant monthly rate, with the exception of the first and last months of the academic year.

The division of the sample by race was proportionately the same as the division of the school population, indicating that a racially representative sample was obtained. The division of the sample by sex, however, when compared with the school population, indicated that proportionately more males than females dropped out of school. A significantly smaller percentage of white females dropped out of school than any of the other three subsamples (black male, black female or white male).

A significantly higher percentage of mothers were present in the home than was true of fathers. Within the subsample of fathers present, a considerably smaller percentage of black fathers were present in the home than was

true of white fathers. The subsample of mothers present indicated that a significantly larger percentage of black mothers worked outside the home than did white mothers. The subsample of fathers present indicated a very definite difference among occupations, considering race. A surprising result was the fact that almost a third of the fathers were affiliated with the armed forces, significantly more than was true of the school population. It was not surprising to note that a very small proportion of the fathers were professional men.

About one fourth of the dropout sample had some form of health handicap. This group was divided equally between mental and physical handicaps. A very small percentage had a hearing defect. No significant racial or sexual differences were found for this variable.

About one fifth of the entire sample were W-8 dropouts. Within this subsample, significantly more were white students than were black. Furthermore, significantly more were male than were female.

Approximately ten percent of the dropout sample had appeared in Juvenile and Domestic Relations Court. No significant differences were found between males and females or between blacks and white for this variable.

A little over one fourth of the dropout sample had been referred to one of the following educational agencies for help: Adult Education, Continuing Education, Vo-Tech Education, Special Education, Department of Adjustive

Services, Department of Rehabilitation, Department of Mental Health Services, and Transition School. The two most used agencies were the Department of Adjustive Services and the Transition School, whereas the two least used were the Adult Education division and the Department of Mental Health Services. A significantly higher percentage of blacks than whites used the agencies. Similarly, a higher percentage of females than males used them.

About one fifth of the sample received no disciplinary notices. Another one fifth of the sample received more than 10 disciplinary notices. In the great majority of cases, more than adequate warning was given the student before he left.

The GPA variable yielded very definite results. More than three fourths of the dropouts earned less than a 1.0 GPA, i.e., they were failing in almost all subjects. The intelligence variable yielded similar results. About one sixth of the group fell in the special education category. In addition, four fifths of the group scored below the national mean.

The standardized test results for Reading, Language Arts and Mathematics were strikingly similar for all three subject areas. Almost half the scores fell within the lowest ten percent of the national distribution, and practically none fell within the highest ten percent. The average percentile scores were all about twelve, which is

more than a standard deviation below the national mean.

One could summarize these findings by stating that, for this school system, the "typical" dropout is older than his peers, has had an excessive number of absences, is from a low income environment and is probably from a broken home. In addition, he dropped out of school because of excessive absences, he probably did not receive the benefit of a specific educational agency but did receive many warnings of academic trouble in the form of disciplinary notices. Finally, he was very poor in academic achievement as well as in academic aptitude.

Conclusions

This section of the study will focus on certain conclusions and recommendations that were indicated by an analysis of the dropout variables.

The fact that the average dropout was at least two years behind his contemporaries would lead to frustration and boredom on the part of many in the group. The extremely high absence rate (41%) would have a significant effect on any student's academic achievement, even those with above average aptitude.

The fact that a higher percentage of mothers were present in the home than was true of fathers seems reasonable, for mother is normally the homemaker. An explanation of the very high percentage of fathers who were in the military could be that the forced mobility of the military family

contributed to an unstable home environment.

It seems as though the referral rate to specialized educational agencies should be much higher than it was. It would be very helpful if all potential dropouts would avail themselves of one or more of these agencies.

The portion of the sample (about one-fifth) who received no disciplinary notices were in all probability those who were W-8 dropouts.

The very low average GPA for the sample seems to indicate that low academic achievement was a definite factor in the decision to withdraw from school. Furthermore, the extremely low IQ distribution indicates that low academic aptitude was also a characteristic of the dropout. Further evidence of low academic achievement was found in the standardized test results.

In conclusion, no strikingly new dropout characteristics were discovered by this study. Sufficient data are on hand, however, to enable the school system to take some measures which could result in a definite decrease in these two withdrawal categories.